

(January to March, 1926.
(April to July, 1926, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. III., pp. 83-176 (selections from *I. Samuel*, chapters 25-31, and *II. Samuel*). *The Saviour of the World*,* Vol. III. (P.N.E.U. Office, 3/-), pp. 66-126, with Bible passages from index. *The Acts* (Bible text), chapters 18-22; read from *The Acts of the Apostles*,* by E. M. Knox (Macmillan, 4/6), pp. 297-343; the *Epistle to the Ephesians* (read Bible text only).

Optional: (a) S.P.C.K. *Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 152-188. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (e) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 73-99, with lessons on Lent, Holy Week and Easter. Teachers may find useful for the Catechism, *Lessons on the Way*, by the Rev. Percy Dearmer, D.D., Vol. I. (S.P.C.K., 3/6). For Lenten reading: *The Vision Beautiful*, by Lily Watson (S.P.C.K., 2/6).

For Sunday reading (optional):

(a) *Heroes and Writers of the Book of Common Prayer*, by G. M. Forde (S.P.C.K., 3/6). *A Lady's Life in the Rocky Mountains*, by Mrs. Bishop (Murray, 2/6).

† The 104th term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1926). *The Winchester Hymn Supplement* (Warren, Times 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.

Choose and transcribe passages from Shakespeare's *Cymbeline*,* and the other books set, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used)

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Essays on news of the week from the newspapers, or, on subjects taken from the Programme. Lines in heroic metre on adventures (see *Rob Roy*, etc.).

Take the P.U.S. Magazine (Editor, P.U.S. Magazine, c/o P.N.E.U. Office, 2/8 a year), and send a contribution in verse or prose.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term (see pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 185-194, 148-157.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 434-502. Shakespeare's *Cymbeline** (Blackie, 1/3). Scott's *Rob Roy** (Dent, 2/-). *Sir Roger de Coverley** (Blackie, 1/-). Pope's *The Rape of the Lock** (Blackie, 3d.). Read modern poetry from *An Anthology of English Lyrics** (Methuen, 3/6).

English History.

Gardiner's *History of England** (Longmans, 6/6), Vol. III., pp. 619-730 (1689-1742), or, *A History of Great Britain*,* by R. B. Mowat, Section 3 (Oxford Press, 3/-), pp. 403-475 (1688-1745). Quennell's *A History of Everyday Things in England*, Part VI. (18th Century) (Bats-

ford, 3/-). Make a chart of the 18th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 398-431 (1688-1745) (omit questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 221-294 (c. 3000-700 B.C.) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 24-47. North's *Plutarch's Lives: Julius Caesar** (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 48-90 (narration instead of questions).

Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

(1) *The Ambleside Geography Books*, V.,* (P.N.E.U. Office, 5/-), America, Canada, pp. 178-209. (2) *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 116-142. (3) *Modern Geography*, by M. Newbigin (Williams & Norgate, 2/6), pp. 196-248. (4) Philips' *Modern School Atlas of Comparative and Commercial Geography* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History): *Reconstruction of Europe** (P.N.E.U. Office, 9d.). Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Winners in Life's Race,* by Miss Buckley (Macmillan, 6/-), pp. 279-314. *Elementary Studies in Plant Life*,* by F. E. Fritsch (Bell, 3/6), pp. 81-90, 97-101, 177-181. Keep a Nature Note-Book (P.N.E.U. Office, 2/-), with flower, bird and insect lists, and make daily notes. For out-door work take a special study: e.g., resident birds and their songs. Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

* Overseas members see special leaflet.

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 1-53. *Wonders of Physical Science*,* by E. E. Fournier (Macmillan, 2/6), pp. 1-65.

Hygiene and Physiology, Domestic Economy.

A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 97-116, 137-158, 258-269.

Picture Study and Architecture.

Study, describe (and draw from memory details of) six reproductions of pictures by Turner (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for January, 1926. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 1-58.

French. (See N.B. 3.)

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 23-26 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Capi et sa Tronpe*,* by H. Malot (Hachette, 2/6). Read several poems and learn one from *Recueil de Poèmes*,* by J. Molny, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 3.)

Limen,* Part I. (Murray, 2/6), pages 142-172, and revise grammar, 118-141, with corresponding exercises. Narration of continuous passages.

German.² (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 22-25, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Schmid's *Die Osterier** (Blackie, 9d.).

or, preferably, Italian. (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 33-36, 42-44, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters xi.-xx. (inclusive).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 124-131: Simple and Compound Interest; Mensuration, sections 215-218. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 6d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Teacher may find useful *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

² Schools may substitute Irish or Welsh.

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 198-206. Revise pp. 154-164. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 75-80, 89, 90, 100-105, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies in perspective: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Illustrations of scenes from Literature. Memory drawings. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Schumann, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 64-106; teacher use appendices I.-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term IV.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 72, 150. Two poems from anthology set, or, a scene from *Cymbeline*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Dent, 2/-), Vol. I.. Books 9-12. *Gulliver's Travels** (Dent, 2/-: Young People's E.M.L. Edition). *The Voyage of the Beagle*,* by C. Darwin (Dent, 2/-).

Music.

Choose and learn a suitable composition from *The Term's Music*: Schumann.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). Three English songs, from *The National Song Book* edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). For unaccompanied singing: *The Shropshire Song Book*, Part I. (with Descants), arranged by Nicholas Gatty and Alan Gray (Stainer & Bell, Voice Part, 6d.), see January *Parents' Review*.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). *Toy Carving* (Dryad Leaflet, No. 3, 4d., and No. 27, 4d.). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. (Age, say, 14-15).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 5½d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/3, metal, 9d.), Book Plates (25 for 6d.) School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars of membership apply to Miss P. N. Bowser, c/o P.N.E.U. Office. The P.U.S. Magazine (2/8 yearly) is for present pupils and is especially recommended to families and to those Schools which have no Magazine of their own.

N.B. 8.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription for books should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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Motto: "*I am, I can, I ought, I will.*"

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Give some account of David as a refugee at the Court of Achish and a feudal lord at Ziklag.
2. "The word of the Lord came unto Nathan saying,— 'Go and tell *my servant David*.'" How far did David deserve this title (*a*), as a king, (*b*), as an individual, (*c*), as a poet?
- II. 1. "When he would not be persuaded we ceased, saying, 'The will of the Lord be done,' . . . and we went up to Jerusalem." How was the apprehension of St. Paul's friends justified?
2. What account does St. Paul give of himself and his mission, (*a*), to the people of Ephesus, (*b*), to the people of Jerusalem? Compare the occasions and the audience.
3. "He stilleth the storm." What meaning has the miracle for Christ's disciples?

Writing. (Writing is also considered in each written answer.)

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each written answer.)

Rob Roy, chapter I., "You have . . . past age."

Composition.

1. Write some lines (which must scan) on one of the following,— "*Imogen*," "*Æolus, Great Guardian of the Hollow Winds*," "*Wonder, Gulliver in Brobdingnag*," "*the recent Aurora Borealis*."
2. Describe an interview between two of the following,— (*a*), "*Diana Vernon*" and "*Imogen*," (*b*), "*Baillie Nicol Jarvie*" and "*Will Wimble*," (*c*), "*Cassius*" and "*Defoe*," (*d*), "*Ulysses*" and "*Gulliver*,"

- or, 2. Write, according to Darwin, of one of the following,—
(a), Patagonia, (b), aeronaut spiders, (c), Pampas scenery, (d), coral islands.

English Grammar.

1. Analyse, parsing the words in italics,—
“The grass *is bright* with rain-drops; on the moors
The hare *is running* races in her mirth;
And with her feet she from the plashy earth
Raises a mist; *that, glittering* in the sun,
Runs with her *all* the way, *wherever* she doth run.”
2. Give some rules for punctuation, with examples.
3. Give four examples each of words derived from (a), English, (b), Latin, (c), Greek, roots.

Literature.

1. Give some account of Defoe and the first newspapers.
2. Write, in the manner of Addison, of “Sir Roger de Coverley at home.”
3. Give a short account of (a), Pope, (b), “The Rape of the Lock,” quoting lines where you can.

English History.

1. “He gave civil freedom to England.” Show how this is true of William III. in giving a brief account of his reign. Dates.
2. Write a sketch of the Duke of Marlborough, with some account of his campaigns. Dates.
3. “It was Walpole’s chief contribution to constitutional progress that he created the Prime Ministership in his own person.” Explain, and give some account of the policy and career of Walpole.

General History.

1. Give a short account of the Greek conquest of the Ægean World.
2. What do you know of (a), the commerce, (b), the arts and industries of the Phœnicians?
3. Give some account of (a), the war of the Spanish Succession, (b), Peter the Great. Dates.

Citizenship.

1. “Now Cæsar self did breed the noble courage and life in them” (his soldiers). Give a sketch of the character of Cæsar as shown (a), in this connection, (b), in his dealings with Pompey.
2. Show (a), that “history is a pleasant place,” (b), that “we are making history.” Examples.
3. Give some account of the work of government *done outside Parliament*.

Geography.

1. Give a map of South America, putting in the boundaries, physical features and chief towns. Give a brief description of (a), Peru, (b), Ecuador.
2. Into what three divisions does the inhabited part of Canada fall? Give some account of the resources of each. What problems has Canada to face to-day?
3. Show how the distribution of minerals over the surface of the earth has been of great importance in determining the position of towns and industries.

Natural History.

1. Show that some backboned animals have returned to the water, and explain how they have adapted themselves to circumstances. Drawings.
2. Explain how plants feed. Describe experiments.
3. Make a list of the earliest flowers to be found. Explain in the case of three of them (a), why they are able to flower early, (b), how they are pollinated. Drawings.

General Science.

1. What do you know of Dr. Gilbert of Colchester and his discoveries? Explain, “There is no such thing in science as absolute truth.”
2. Write upon “matter and sight.”

Physiology and Hygiene.

1. Describe the structure of the eye, with a diagram. Explain how an image is formed on the retina.
2. Give some account of the work of Pasteur. How are we guarded against bacteria?

Picture Study and Architecture.

1. Describe “The Fighting Temeraire” by Turner.
2. “The discoveries in Crete . . . have given us a new standpoint from which to survey early European history.” Give some account of these discoveries.

French.

1. Write an account, in French, (a), of one day in the life of “Capi et sa Troupe,” or, (b), of a visit to a French country house.
2. Translate into French, Siepmann, p. 171, (IV.), “Black clouds” to end.
3. What are the chief Relative Pronouns in French? Give ten sentences showing their uses.

Latin.

1. Give, with meanings, 3 infinitives and 2 participles of “dico.”
2. Limen, Ex. XCVI., (a), Translate first two paragraphs, (b), Write narration.

3. Translate: (1) Having drawn their swords the conspirators killed Cæsar. (2) They hope that the ships will come into the harbour to-morrow. (3) All the bravest of the Britons fought there. (4) Do you not now see the great changes which Augustus began to make in the government of the Roman people?

German.

- (a), "Ein paar Eier, mehr wert als wenn sie von Gold wären." Describe the incident referred to in German, or, (b), describe *Der listige Reisende*.
- Translate into German, sentences 19-30, p. 188 (Siepmann).
- Give examples, in sentences, of the vowel changes of the following strong verbs,—*sterben, singen, nehmen, frieren, geschehen, laufen*.

Italian.

- Describe the visit of Furietto and Bioudina to "il buon mago Patapuff."
- Translate Ex. 43, p. 140, "I could not tell" to the end.
- Give, in sentences, two irregular parts of the verbs,—*stare, tradurre, venire, uscire, salire*.

Arithmetic.

- What principal will produce £339 : 18 : 0 of Simple Interest in $5\frac{1}{2}$ years at 4%?
- Find the Compound Interest on £3826 in 2 years at $12\frac{1}{2}\%$.
- A four-sided garden has two of its walls parallel, these being respectively 250 and 200 yards long. If the perpendicular distance between the parallel walls is 149 feet, find the area of the garden.

Geometry.

- Find the locus of points equidistant from 2 intersecting straight lines, giving proof.
- Circumscribe a circle about a given triangle (3 figures; one proof only).
- Draw a direct common tangent to 2 circles, giving proof.

Algebra.

- Divide £27 between A and B so that 4 times A's share will be equal to 5 times B's.
- Solve the equation:

$$\frac{(x-1)(x+2)}{3} - \frac{1}{4}(4x^2 - \frac{2}{3}) = \frac{5x}{12} - \frac{2x^2}{3}$$
- Plot the graphs of $y = x$; $y = x - 2$; $y = 2 - x$ (same axes).

Musical Appreciation.

- What do you know of the chief events of Schumann's life? How did these influence him as a composer?
- What (a), songs, (b), pianoforte music, by Schumann have you heard? Say all you can of two of these.

Recitations.*

Father to choose two Bible passages and a poem.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 22nd. Papers to be posted on Saturday, the 27th, *with no other enclosure*.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the papers for each child are not fastened together, (c), the name of the *member* does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.